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ABSTRACT

This document contains competencies and criterion-referenced test items for the Child Development, Care and Guidance semester course in Missouri that were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists. The guide is designed to assist home economics teachers in incorporating the Vocational Instructional Management System (VIMS) into the Child Development, Care and Guidance semester course. The document begins with a 17-item bibliography. Individual competency listings consist of a duty area, task(s), performance objective and criteria, and criterion-referenced test item with answer. Instructional areas covered include the following: describing roles of parents and caregivers in child development; analyzing health concerns and needs at various stages of prenatal development; recognizing physical, social, emotional, and intellectual developmental stages; differentiating types of play; differentiating guidance techniques at developmental stages; distinguishing health concerns at developmental stages; identifying guidelines for creating safe environments; comparing child care options; recognizing careers in child development; identifying types of small businesses; and developing leadership through Future Homemakers of America. (KC)

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Performance Objectives and Criterion-Referenced Test Items

Child Development, Care and Guidance

CE 054 314

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CHILD DEVELOPMENT, CARE AND GUIDANCE

PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

Produced by the Instructional Materials Laboratory
University of Missouri
Columbia, Missouri
August 1989

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FOREWORD

Future planning is a basic necessity in the world of education; we are continually seeking ways to improve the quality of education and training. We are dedicated to the process of helping administrators, educators, and students answer the needs of a constantly changing, fast-paced society.

The Vocational Instructional Management System (VIMS) has become Missouri's framework for competency-based instruction. It provides a practical framework that can help teachers and administrators manage the instructional process and evaluate their programs more efficiently to assure maximum productivity and accountability.

The Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987, is a valuable tool in implementing VIMS into the home economics curriculum at the local level. It includes competencies for the Child Development, Care and Guidance semester course which were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists.

To further assist home economics teachers in implementing VIMS into the Child Development, Care and Guidance semester course, a minimum of two performance objectives have been developed and validated for each competency by teachers with expertise in the area of child development. One criterion-referenced test item has been developed and validated for each performance objective. The development of performance objectives and criterion-referenced test items will facilitate the teacher's ability to recognize the student's mastery of competencies for Child Development, Care and Guidance.

RESOURCES FOR CHILD DEVELOPMENT, CARE AND GUIDANCE
PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

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Competency:

Duty Area: A Describing Roles of Parents and Care Givers in Child Development

Task: 1 Evaluate factors and choices related to parenting

Performance Objective:

Given: Given a list of factors,

Task: the student evaluates factors to determine when to become a parent

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Sue and Tom are in their late thirties. Tom has an established career as a supervisor. Sue has just started her fourth year of teaching. They own their home, have two cars, and enjoy the luxury of a second income. They do want children and their parents want grandchildren. Which is most important in Sue and Tom's decision to have a child at this time?

a. finances

b. * parents' age

c. mother's career

d. father's career

e. grandparents' desire

(NOTE: * represents correct response)

CHILD DEVELOPMENT, CARE AND GUIDANCE

Competency:

Duty Area: A Describing Roles of Parents and Care Givers in Child Development

Task: 1 Evaluate factors and choices related to parenting

Performance Objective:

Given: Given a list of reasons for becoming a parent,

Task: the student evaluates the validity of each

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the best reason to become a parent?

a. saving a marriage

b. carrying on the family name

c. * becoming a parent

d. having someone to call your own

e. providing an income tax deduction

(NOTE: * represents correct response)

CHILD DEVELOPMENT, CARE AND GUIDANCE

Competency:

Duty Area: A Describing Roles of Parents and Care Givers in Child Development

Task: 1 Evaluate factors and choices related to parenting

Performance Objective:

Given: Given a list of factors,

Task: the student evaluates factors to determine when to become a parent

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the least important factor in deciding when to become a parent?

a. career positions of parents

b. finances

c. age of mother

d. * grandparents' age

e. age of father

(NOTE: * represents correct response)

Competency:

Duty Area: A Describing Roles of Parents and Care Givers in Child Development

Task: 1 Evaluate factors and choices related to parenting

Performance Objective:

Given: Given a list of reasons for becoming a parent,

Task: the student evaluates the validity of each

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not an acceptable reason for becoming a parent?

a. sharing love with a child

b. making parents proud

c. nurturing instinct

d. * proving adulthood

e. extending family

(NOTE: * represents correct response)

Competency:

Duty Area: A Describing Roles of Parents and Care Givers in Child Development

Task: 2 List changes and adaptations needed for parenting roles

Performance Objective:

Given: Given statements relating to adapting to parenting roles,

Task: the student identifies the changes necessary in a household schedule after a baby is born

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Parents need to discuss and assign household tasks to family members to insure that proper care and attention is given the infant.

F 2. Babies should be expected to adjust to the household schedule and not dictate the routine.

F 3. Babies should be put on a rigid feeding schedule.

T 4. Parents need to adjust their daily schedule to the baby's schedule.

F 5. New parents should not accept outside help but learn to adjust on their own.

Competency:

Duty Area: A Describing Roles of Parents and Care Givers in Child Development

Task: 2 List changes and adaptations needed for parenting roles

Performance Objective:

Given: Given typical newborn needs,

Task: the student recognizes the amount of time needed daily to care for a newborn

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

A newborn (0-3 weeks) sleeps about____ hours per day.

a. 6-8

b. 8-10

c. 10-12

d. * 12-16

e. 18-20

(NOTE: * represents correct response)

CHILD DEVELOPMENT, CARE AND GUIDANCE

Competency:

Duty Area: A Describing Roles of Parents and Care Givers in Child Development

Task: 2 List changes and adaptations needed for parenting roles

Performance Objective:

Given: Given typical newborn needs,

Task: the student recognizes the amount of time needed daily to care for a newborn

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

A newborn (0-3 weeks) eats about_____times per 24 hours.

a. 2-4

b. 4-5

c. 4-6

d. 5-6

e. * 6-8

(NOTE: * represents correct response)

Competency:

Duty Area: B Analyzing Health Concerns and Needs at Various Stages of Prenatal Development

Task: n.a. n.a.

Performance Objective:

Given: Given a stage in prenatal development,

Task: the student identifies the stage and what major developments take place

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

During which stage of prenatal development is the fetus most vulnerable to damage from certain diseases and/or from drugs taken by the mother?

a. conception

b. * first trimester

c. second trimester

d. third trimester

e. birth process

(NOTE: * represents correct response)

Competency:

Duty Area: B Analyzing Health Concerns and Needs at Various Stages of Prenatal Development

Task: n.a. n.a.

Performance Objective:

Given: Given a situation,

Task: the student matches the most common birth defects with the causes of those defects

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Mothers who drink alcoholic beverages during pregnancy run the risk of giving birth to a child with:

a. Down's Syndrome

b. * fetal alcohol syndrome

c. spina bifida

d. hyaline membrane disease

e. Tay sacs disease

(NOTE: * represents correct response)

Competency:

Duty Area: B Analyzing Health Concerns and Needs at Various Stages of Prenatal Development

Task: n.a. n.a.

Performance Objective:

Given: Given a situation,

Task: the student matches the most common birth defects with the causes of those defects

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rh disease can occur if the mother's blood is Rh ___ and the fetus' blood is Rh ____.

a. +, +

b. +, -

c. * -, +

d. -, -

(NOTE: * represents correct response)

Competency:

Duty Area: B Analyzing Health Concerns and Needs at Various Stages of Prenatal Development

Task: n.a. n.a.

Performance Objective:

Given: Given a stage in prenatal development,

Task: the student identifies the stage and what major developments take place

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The embryo stage of pregnancy lasts from _____ to _____ weeks after conception.

a. * 2, 8

b. 2, 12

c. 4, 10

d. 4, 20

(NOTE: * represents correct response)

Competency:

Duty Area: C Recognizing Physical, Social, Emotional, and Intellectual Developmental Stages

Task: 1 Distinguish among developmental stages

Performance Objective:

Given: Given characteristics and information related to social development,

Task: the student identifies behavior appropriate to the stages of development

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Evan can kick and catch a ball. He goes downstairs with alternating feet. He wants to please his parents and is protective of younger siblings. Evan can sort objects by color and shape. These characteristics are typical of which stage?

a. newborn

b. infant

c. toddler

d. preschooler

e. * kindergarten

(NOTE: * represents correct response)

Competency:

Duty Area: C Recognizing Physical, Social, Emotional, and Intellectual Developmental Stages

Task: 1 Distinguish among developmental stages

Performance Objective:

Given: Given examples of developmental areas,

Task: the student discriminates among physical, social, emotional, and intellectual development

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the activities to the developmental area. Activities may be used more than once.

	Developmental Areas		Activities
f, g	1. Emotional Development	a.	climbing a tree
b, c, h	2. Social Development	b.	reading a story with Dad
h, a c, d, e	3. Physical Development	c.	playing catch with a friend
b,e	4. Intellectual Development	d.	eating a carrot
		e.	putting a puzzle together
		f.	throwing a tantrum
		g.	laughing at a funny face
		h.	sharing a snack

Competency:

Duty Area: C Recognizing Physical, Social, Emotional, and Intellectual Developmental Stages

Task: 2 Recognize individual differences in rate and pattern of development

Performance Objective:

Given: Given characteristics of growth and development,

Task: the student recognizes that development progresses at a different rate for every child

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which statement is true about development?

a. Twins develop at exactly the same rate.

b. All babies walk by one year of age.

c. Development speeds up for children once they go to school.

d. * Development progresses at a different rate for every child.

e. Development is predetermined and cannot be changed.

(NOTE: * represents correct response)

Competency:

Duty Area:	C	Recognizing Physical, Social, Emotional, and Intellectual Developmental Stages
Task:	2	Recognize individual differences in rate and pattern of development

Performance Objective:

Given: Given a list of factors that could enhance or delay development,

Task: the student relates these influences to the developmental process in children

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which factor is least likely to influence a child's development?

a. pollution in atmosphere

b. nurturing family

c. hereditary traits

d. nutrition

e. * size of bedroom

(NOTE: * represents correct response)

Competency:

Duty Area:	C	Recognizing Physical, Social, Emotional, and Intellectual Developmental Stages
Task:	3	Compare developmental tasks at different stages

Performance Objective:

Given: Given information about growth and developmental stages,

Task: the student recognizes appropriate expectations in relation to developmental stages

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a realistic expectation?

a. a three-year-old boy/girl to sit quietly for one hour in church

b. an 18-month-old boy/girl to be toilet trained

c. * a four-year-old boy/girl to recognize his/her colors

d. a five-year-old boy/girl to read

e. a seven-year-old boy/girl to prepare the evening meal

(NOTE: * represents correct response)

Competency:

Duty Area: C Recognizing Physical, Social, Emotional, and Intellectual Developmental Stages

Task: 3 Compare developmental tasks at different stages

Performance Objective:

Given: Given the developmental tasks of infants,

Task: the student associates the appropriate tasks for that age of development

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which developmental task is not commonly performed by a one-year-old child?

a. manages to get around furniture easily

b. laughs when playing peek-a-boo

c. feels most comfortable around familiar family members

d. repeats many sounds and understands many words

e. * shares blocks and builds towers with other children

(NOTE: * represents correct response)

Competency:

Duty Area: D Differentiating Types of Play

Task: 1 Recognize influence of play on child's development

Performance Objective:

Given: Given a description of children at play,

Task: the student recognizes the type of play the child is engaged in

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Organized turn-taking that usually appears around age three is known as ___ play.

a. solitary

b. parallel

c. * cooperative

d. associative

e. group

(NOTE: * represents correct response)

Competency:

Duty Area: D Differentiating Types of Play

Task: 1 Recognize influence of play on child's development

Performance Objective:

Given: Given a list of purposes for play,

Task: the student identifies the major purpose of children's play

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the most important purpose of child's play?

a. occupies the child's time

b. prevents the child from becoming bored

c. * stimulates further development of the child

d. provides an outlet for the child's energy

e. reduces the child/parent stress

(NOTE: * represents correct response)

CHILD DEVELOPMENT, CARE AND GUIDANCE

Competency:

Duty Area: D Differentiating Types of Play

Task: 2 Demonstrate guidance techniques during play

Performance Objective:

Given: Given a list of reasons and purposes,

Task: the student demonstrates purposes of guidance and discipline in play situations

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the purpose of correcting a child's behavior?

a. * develop self-discipline and insure safety

b. show who is boss and teach right from wrong

c. help to remember right from wrong

d. make the parents look like good parents

e. prove love for the child and develop trust

(NOTE: * represents correct response)

Competency:

Duty Area: D Differentiating Types of Play

Task: 2 Demonstrate guidance techniques during play

Performance Objective:

Given: Given situations in which guidance is needed,

Task: the student selects appropriate guidance techniques when supervising a variety of play situations

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Read each situation carefully and write the letter representing the most appropriate guidance technique before the corresponding situation.

	Situation	Guidance Technique
b	1. Johnnie and Sharon (preschoolers) are playing with blocks. Sharon begins knocking down all the blocks and Johnnie begins to cry.	a. provide alternatives
a	2. Two-year-old Sara and three-year-old Emily want to ride a tricycle at the same time.	b. provide time out
c	3. Four-year-old Kay keeps pulling the pet cat's tail.	c. provide reason
		d. spanking
		e. ignore

Competency:

Duty Area: D Differentiating Types of Play

Task: 3 Evaluate toys relative to developmental stages

Performance Objective:

Given: Given a list of physical activity toys,

Task: the student selects the toy designed to develop small motor skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which toy helps develop small motor skills?

a. jump rope

b. tricycle

c. beach ball

d. * puzzle

e. swing

(NOTE: * represents correct response)

Competency:

Duty Area: D Differentiating Types of Play

Task: 3 Evaluate toys relative to developmental stages

Performance Objective:

Given: Given examples of toys,

Task: the student matches them to developmental skill levels

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which toy provides visual stimulation for the newborn?

a. * crib mirror

b. puzzle

c. rattle

d. stuffed animal

e. book

(NOTE: * represents correct response)

CHILD DEVELOPMENT, CARE AND GUIDANCE

Competency:

Duty Area: D Differentiating Types of Play

Task: 4 Analyze guidance techniques which promote self-esteem

Performance Objective:

Given: Given examples of types of play,

Task: the student applies principles of direct and indirect guidance

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which describes indirect guidance?

a. explaining how something is to be done

b. * arranging environment to encourage success

c. disciplining the child when she/he has done something wrong

d. influencing behavior through feelings

(NOTE: * represents correct response)

Competency:

Duty Area: D Differentiating Types of Play

Task: 4 Analyze guidance techniques which promote self-esteem

Performance Objective:

Given: Given a situation,

Task: the student distinguishes between discipline and guidance

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Lynn asks Emily to pick up her toys. When Emily can't do the task, Lynn helps by showing her what to do. Which is Lynn using?

a. indirect guidance

b. * direct guidance

c. discipline

d. punishment

e. affective guidance

(NOTE: * represents correct response)

Competency:

Duty Area: D Differentiating Types of Play

Task: 5 Develop a time and activity plan for children

Performance Objective:

Given: Given normal rest and sleep needs of children at various stages of development,

Task: the student recognizes appropriate rest and sleep routines for children

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is true of normal rest and sleep routines of children?

a. Six-year-old Sally sleeps four hours every afternoon.

b. Three-year-old Johnny's parents keep him awake until midnight so he will sleep late.

c. * Randy, age two, plays quietly one hour in the morning and sleeps two hours in the afternoon.

d. Twelve-week-old Jenny is awake most of the night and sleeps most of the day.

e. Joshua, age four, falls asleep in front of the TV at 9 p.m., wakes up at 2 a.m., and plays an hour before going to bed.

(NOTE: * represents correct response)

Competency:

Duty Area: D Differentiating Types of Play

Task: 5 Develop a time and activity plan for children

Performance Objective:

Given: Given an activity schedule,

Task: the student appraises appropriate time and activity plans for children of different developmental stages

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Using the time and activity schedule provided for five-year-old Sandy, determine which principle of scheduling children's activities has been observed.

Principles

a. quiet activity before bed

b. suitable cognitive activities

c. * regular mealtime

d. reasonable bedtime

e. appropriate bedtime snack

Time and Activity Schedule

5:00 p.m.	dinner
5:30-7:30	television
7:30-8:00	bath, ready for bed
8:00	plays with Dad (tag, hide & seek)
9:00	chips and coke
9:30	bedtime

(NOTE: * represents correct response)

Competency:

Duty Area: E Differentiating Guidance Techniques at Developmental Stages

Task: 1 Distinguish among guidance, discipline, reward, and punishment

Performance Objective:

Given: Given a situation,

Task: the student selects the most desirable action to insure behavior change and promote self-discipline

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an effective way to encourage four-year-old Bobby to help clear the table?

a. * Praise Bobby for helping to clear the table.

b. Spank Bobby if he doesn't clear the table.

c. Give Bobby extra dessert for clearing the table.

d. Ignore Bobby when he doesn't clear the table.

e. Threaten Bobby if he doesn't clear the table.

(NOTE: * represents correct response)

Competency:

Duty Area: E Differentiating Guidance Techniques at Developmental Stages

Task: 1 Distinguish among guidance, discipline, reward, and punishment

Performance Objective:

Given: Given the possible results of excessive punishment,

Task: the student identifies the probable results as presented in class

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not a probable result of excessive punishment?

a. developing strong fears and anxieties

b. * developing respect and trust for caregiver

c. learning to escape or avoid things associated with punishment

d. becoming extremely aggressive

e. becoming accustomed to pain

(NOTE: * represents correct response)

Competency:

Duty Area: E Differentiating Guidance Techniques at Developmental Stages

Task: 2 Identify techniques to meet individual needs

Performance Objective:

Given: Given a situation,

Task: the student identifies principles associated with effective discipline

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Five-year-old Tommy ran across the street when the light was red. Which is the most appropriate response?

a. Spank Tommy and don't tell him why.

b. Wait until Tommy comes home to reprimand him.

c. * Reprimand Tommy immediately, explain that he could get hurt.

d. Tell Tommy he must stay in the yard for the rest of the summer.

e. Tell Tommy to just do it again and see what happens.

(NOTE: * represents correct response)

CHILD DEVELOPMENT, CARE AND GUIDANCE

Competency:

Duty Area:	E	Differentiating Guidance Techniques at Developmental Stages
Task:	2	Identify techniques to meet individual needs

Performance Objective:

Given: Given a situation,

Task: the student identifies lack of consistency in parental guidance

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Brian told his mother that he was going to Chad's house. Mother called Chad's house and Brian wasn't there. When Brian came home, he said he had been at Bob's house. The last time that Brian did this, Mother grounded him for a week. Today, she ignored his behavior. Which discipline principles did she violate?

a. providing alternatives

b. * enforcing limits consistently

c. allowing freedom of expression

d. providing encouragement

e. modeling self-control

(NOTE: * represents correct response)

Competency:

Duty Area: F Distinguishing Health Concerns at Developmental Stages

Task: 1 List health services available

Performance Objective:

Given: Given information in class,

Task: the student identifies typical services available through most county health departments

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which service is not provided by the county health department?

a. nutritional education

b. immunizations

c. pregnancy testing

d. * abortion services

e. well-baby clinic

(NOTE: * represents correct response)

Competency:

Duty Area: F Distinguishing Health Concerns at Developmental Stages

Task: 1 List health services available

Performance Objective:

Given: Given a list of health services available,

Task: the student identifies typical services available through most county health departments

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which health services would most likely be available in all communities?

a. pediatricians

b. neonatal intensive care center

c. crippled children's day care

d. * county health services

e. child psychiatrist

(NOTE: * represents correct response)

Competency:

Duty Area: F Distinguishing Health Concerns at Developmental Stages

Task: 2 Describe first aid procedures and equipment

Performance Objective:

Given: Given first aid procedures and equipment,

Task: the student demonstrates knowledge of first aid for choking

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Number (1-6) the steps of the procedure involved in giving first aid for choking.

1 a. recognize choking

4 b. sweep mouth of unconscious victim

2 c. give Heimlich Maneuver

5 d. attempt rescue breathing

3 e. repeat Heimlich Maneuver if necessary

6 ab. give 6-10 abdominal thrusts

Competency:

Duty Area: F Distinguishing Health Concerns at Developmental Stages

Task: 2 Describe first aid procedures and equipment

Performance Objective:

Given: Given first aid procedures and equipment,

Task: the student demonstrates knowledge of the Heimlich Maneuver

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Number (1-5) the steps of the Heimlich Maneuver in the order that each is performed.

1 a. stand behind victim

4 b. grasp your fist with other hand

2 c. wrap your arms around victim's waist

5 d. press into stomach with a quick upward thrust

3 e. place your fist against victim's stomach at waistline

Competency:

Duty Area: F Distinguishing Health Concerns at Developmental Stages

Task: 2 Describe first aid procedures and equipment

Performance Objective:

Given: Given a list of first aid supplies,

Task: the student identifies supplies recommended for a home with small children

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which item is not necessary to keep on hand in a home with small children?

a. band aid

b. antiseptic solution

c. ipecac syrup

d. thermometer

e. * antibiotics

(NOTE: * represents correct response)

Competency:

Duty Area: F Distinguishing Health Concerns at Developmental Stages

Task: 3 Identify a record-keeping system for health records

Performance Objective:

Given: Given examples of information,

Task: the student identifies what is appropriate to include on the health record

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which information is most important for a health record?

a. when first step was taken

b. dates of flu

c. temperature

d. * immunization dates

e. dates of well-baby check-ups

(NOTE: * represents correct response)

Competency:

Duty Area: F Distinguishing Health Concerns at Developmental Stages

Task: 3 Identify a record-keeping system for health records

Performance Objective:

Given: Given different childhood diseases,

Task: the student identifies those that need to be recorded

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which dates of childhood illnesses do not need to be included in a permanent health record?

a. measles

b. chicken pox

c. mumps

d. * strep throat

e. rubella

(NOTE: * represents correct response)

Competency:

Duty Area: G Identifying Guidelines for Creating Safe Environments

Task: 1 Identify protection regulations related to child safety

Performance Objective:

Given: Given the various areas or items in the home,

Task: the student identifies the danger areas

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which item contains three child-related danger areas in the home?

a. * firearms, curtains, beverage containers

b. firearms, beds, sinks

c. bed, fireplace, sink

d. fireplace, curtain, bed

e. doors, fireplace, sink

(NOTE: * represents correct response)

Competency:

Duty Area: G Identifying Guidelines for Creating Safe Environments

Task: 1 Identify protection regulations related to child safety

Performance Objective:

Given: Given potential sources of danger in or around the home,

Task: the student describes child-proofing measures

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the best way to child-proof drapery cord?

a. shorten cord by cutting

b. * knot the looped cord

c. eliminate cord

d. install a child-proof cord

e. hang cord on hook

(NOTE: * represents correct response)

Competency:

Duty Area: G Identifying Guidelines for Creating Safe Environments

Task: 2 Determine environmental needs to ensure safety and security

Performance Objective:

Given: Given a safety problem in the environment,

Task: the student describes an appropriate procedure to correct the problem

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

John is three years old and is feeding pills to a doll in his parent's bedroom. Which is the most appropriate procedure to correct the potential danger in this situation?

a. punish John for playing with pills

b. praise John for not eating pills

c. * store medicine out of reach in cabinet

d. do not keep medicine in the house

e. keep children out of the bedroom

(NOTE: * represents correct response)

Competency:

Duty Area: G Identifying Guidelines for Creating Safe Environments

Task: 2 Determine environmental needs to ensure safety and security

Performance Objective:

Given: Given a list of items or situations from the environment,

Task: the student identifies sources of potential danger for each

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which are potential sources of danger when riding in a car?

a. * unlocked doors, riding in cargo areas, kneeling on floor

b. unlocked doors, unbuckled seat belts, closed windows

c. closed windows, kneeling on floor, unbuckled seat belts

d. kneeling on floor, reading, riding in cargo area

e. reading, unbuckled seat belts, closed window

(NOTE: * represents correct response)

Competency:

Duty Area: G Identifying Guidelines for Creating Safe Environments

Task: 3 Evaluate safety of toys and other products

Performance Objective:

Given: Given a set of toys,

Task: the student evaluates the safety features of each toy

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the best source of information on safety features of toys?

a. encyclopedia

b. brochure from manufacturer

c. * consumer reports

d. parents' recommendation

e. TV commercials

(NOTE: * represents correct response)

Competency:

Duty Area: G Identifying Guidelines for Creating Safe Environments

Task: 3 Evaluate safety of toys and other products

Performance Objective:

Given: Given a set of toys,

Task: the student evaluates the safety features of each toy

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which toy best satisfies the criteria for a non-breakable, washable toy?

a. Barbie® doll

b. GI Joe® gun

c. * rubber ducky

d. Raggedy Ann®

e. football

(NOTE: * represents correct response)

Competency:

Duty Area: H Comparing Child Care Options

Task: 1 Evaluate types of services

Performance Objective:

Given: Given types of group care for children,

Task: the student identifies guidelines to use for choosing a quality day care program

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which guideline is of least importance when selecting a day care program?

a. qualified staff

b. variety of activities

c. adequate space and equipment

d. * age of staff

e. cost

(NOTE: * represents correct response)

Competency:

Duty Area: H Comparing Child Care Options

Task: 1 Evaluate types of services

Performance Objective:

Given: Given types of group care for children,

Task: the student identifies the assets of each type

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which type of group care provides activities that center on the sensory learning of children?

a. home infant care

b. * Montessori school

c. kindergarten class

d. day care center

e. Head Start

(NOTE: * represents correct response)

Competency:

Duty Area: H Comparing Child Care Options

Task: 2 Compare costs and features of child care options

Performance Objective:

Given: Given a summary sheet of costs and goals of local group care programs as prepared by the students,

Task: the student compares and contrasts the programs

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Sue and Tom have a two-year-old child. Sue is a lawyer and works from eight to five each day. Frequently she must work in the evenings. Tom is a computer analyst and travels out of town at least twice a week. Day care is essential. Which feature of a day child care facility is of least importance to Sue and Tom?

a. * expense

b. security

c. nutritious meals

d. nursing care

e. extended hours of care

(NOTE: * represents correct response)

Competency:

Duty Area: H Comparing Child Care Options

Task: 2 Compare costs and features of child care options

Performance Objective:

Given: Given a summary sheet listing features of child care facilities,

Task: the student compares two sites

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items

Criterion-Referenced Test Item:

Review each facility for evidence of the features listed below. Rate the features using the columns on the right hand side of the page by marking, "O" does not exist; "U" unsatisfactory; "S" satisfactory, according to information presented in class.

FEATURES	FACILITY I	FACILITY II
1. Affordable	_____	_____
2. Meals provided	_____	_____
3. Open convenient hours	_____	_____
4. Educational activities available	_____	_____
5. Nursing care provided	_____	_____
6. Security evident	_____	_____
7. Personnel credentials appropriate	_____	_____
8. Facilities clean, warm	_____	_____
9. Equipment available for activities	_____	_____
10. Outdoor play facilities available	_____	_____

WRITE SUMMARY

On a separate sheet of paper write which facility you would want to use. Write a summary of all features listed and discuss the reasons for your decision based on information presented in class and your observations.

CHILD DEVELOPMENT, CARE AND GUIDANCE

Competency:

Duty Area: I Recognizing Careers in Child Development

Task: 1 Describe personal qualities and training required

Performance Objective:

Given: Given a list of terms,

Task: the student defines personal qualifications

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not taught as part of entry level career training?

a. professional qualifications

b. * delegation

c. personal references

d. personal qualifications

e. job search skills

(NOTE: * represents correct response)

Competency:

Duty Area: I Recognizing Careers in Child Development

Task: 1 Describe personal qualities and training required

Performance Objective:

Given: Given a list of examples,

Task: the student selects general traits which describe the term personal qualifications

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not a general trait associated with personal qualifications?

a. knowing what to teach in what order

b. having a deep concern for children

c. * experiencing career burnout

d. flexibility and adaptability

e. demonstrating leadership skills

(NOTE: * represents correct response)

Competency:

Duty Area: I Recognizing Careers in Child Development

Task: 2 Identify careers

Performance Objective:

Given: Given a list of career areas and specific careers,

Task: the student matches the correct area to the specific career

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write the letter representing the specific career before its related career area.

Career Areas	Specific Careers
b 1. care & education	a. consultant to state senator on child welfare
f 2. design	b. recreational leader
e 3. advertising, marketing and management	c. dietician
c 4. health protection services	d. writer of children's books
d 5. entertainment	e. sales clerk in department store
	f. sketch clothes for special needs children

Competency:

Duty Area: I Recognizing Careers in Child Development

Task: 2 Identify careers

Performance Objective:

Given: Given a list of career areas and specific careers,

Task: the student identifies the careers in which adults are involved in direct intervention with children

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which career does not involve direct interaction with children?

a. elementary school teacher

b. pediatrician

c. child care worker

d. recreational leader

e. * furniture designer

(NOTE: * represents correct response)

Competency:

Duty Area: I Career and Leadership Development

Task: 3 Investigate working conditions and income of specific careers

Performance Objective:

Given: Given the information presented in class,

Task: the student recognizes the importance of working conditions when choosing a career

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which would not be a major consideration when evaluating working conditions?

a. seasonal employment

b. health insurance benefits

c. working hours

d. * Christmas bonus

e. safety procedures

(NOTE: * represents correct response)

Competency:

Duty Area: I Career and Leadership Development

Task: 3 Investigate working conditions and income of specific careers

Performance Objective:

Given: Given the information in class,

Task: the student recognizes factors effecting income of specific careers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Considering the factors that affect income of specific careers, write "T" before the statement that is true and "F" before the statement that is false.

T 1. Education is a factor determining career income.

F 2. People who live far from their job are paid more.

T 3. Special training increases income possibilities.

T 4. Demand for specific qualifications increases income.

F 5. Men are always paid more than women.

F 6. Income is the most important career consideration.

F 7. Low pay indicates that the job is not important.

T 8. Job benefits could be considered indirect income.

F 9. Experience has little effect on income expectations.

F 10. Pay scale is the same regardless of geographic location.

Competency:

Duty Area: J Identifying Types of Small Businesses

Task: 1 Describe home-based home economics businesses

Performance Objective:

Given: Given the information in class,

Task: the student identifies characteristics of a home-based business

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s) and/or test items.

Criterion-Referenced Test Item:

Which is not a characteristic of a home-based business?

a. usually small

b. * no competition

c. originated as a hobby or skill

d. owner is the manager

e. often employs family members

(NOTE: * represents correct response)

Competency:

Duty Area: J Identifying Types of Small Businesses

Task: 1 Describe home-based home economics businesses

Performance Objective:

Given: Given a list of businesses,

Task: the student identifies home-based businesses in the home economics area

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s) and/or test items.

Criterion-Referenced Test Item:

Which business would not utilize a home economics background?

a. caterer

b. home shopper service

c. children's apparel manufacturer

d. * tax consultant

e. interior decorator

(NOTE: * represents correct response)

Competency:

Duty Area: J Identifying Types of Small Businesses

Task: 2 Assess personal skills and resources to be an entrepreneur

Performance Objective:

Given: Given a list of examples,

Task: the student identifies cognitive skills needed for a child development business

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which cognitive skills are needed in a child development business?

a. creative, technical, and organizational abilities

b. * organizing, problem-solving, and decision-making abilities

c. communications, human relations, and creative abilities

d. creative, technical, and problem-solving abilities

e. organizing, communicating, and technical abilities

(NOTE: * represents correct response)

Competency:

Duty Area: J Identifying Types of Small Businesses

Task: 2 Assess personal skills and resources to be an entrepreneur

Performance Objective:

Given: Given a list of examples,

Task: the student identifies the three major personal skills needed for a child development business

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What are the three major personal skills related to a child development business?

a. * affective, cognitive, and manipulative

b. attitudinal, affective, and manipulative

c. knowledge, cognitive, and manipulative

d. knowledge, attitudinal, and effective

e. leadership, cognitive, and manipulative

(NOTE: * represents correct response)

Competency:

Duty Area: J Identifying Types of Small Businesses

Task: 3 Compare advantages and disadvantages of owning a business and working for an employer

Performance Objective:

Given: Given a list of advantages and disadvantages,

Task: the student determines disadvantages of being self-employed

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an advantage of being self-employed?

a. compliance with government regulations

b. finding capital for the business

c. * nonmandatory retirement

d. economic failure

e. being "beaten out" by competition

(NOTE: * represents correct response)

Competency:

Duty Area: K Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Who is our state leader?

1. attorney general
2. * governor
3. chairperson
4. president

(NOTE: * represents correct response)

Competency:

Duty Area: K Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write the name of the current official beside the position he/she fills.

1. Governor_____
2. State FHA/HERO President_____
3. State Representative_____
4. Mayor_____
5. Chapter FHA/HERO President_____
6. Missouri State FHA/HERO Advisor_____
7. National FHA/HERO President_____
8. Principal_____
9. Superintendent_____
10. Regional FHA/HERO President_____
11. Homemaker_____

Competency:

Duty Area: K Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T__ 1. Leadership involves both leading and following.

T__ 2. Leadership reaches out and shares personal skills and resources.

F__ 3. Leadership is an autocratic process.

F__ 4. Leadership traits are inherited.

CHILD DEVELOPMENT, CARE AND GUIDANCE

Competency:

Duty Area: K Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which description defines leadership?

a. responsible for the success of the chapter

b. plans, organizes, controls, and coordinates meetings

c. * encourages other students to participate and work toward group goals

d. emphasizes getting the job done without considering the feelings of others

(NOTE: * represents correct response)

CHILD DEVELOPMENT, CARE AND GUIDANCE

Competency:

Duty Area: K Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the student identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which traits are good leadership qualities?

a. communicates well, involves everyone, and demands own way

b. * manages time well, accepts responsibility, and encourages participation

c. selects friends for chairpersons, communicates well, and takes pride in the organization

d. regimented, motivated by self-interest, and manages resources well

(NOTE: * represents correct response)

Competency:

Duty Area: K Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the students identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T__ 1. The chapter president demonstrates good leadership by making members feel welcome.

Competency:

Duty Area: K Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of skills or a case study/situation,

Task: the student identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. The president should ask for the treasurer's report before the minutes are read, when using correct parliamentary procedure in following an agenda.

Competency:

Duty Area: K Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a case study/situation,

Task: the statement identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

During FHA/HERO week, the Child Development Class sponsored a school assembly on child abuse. Students assumed responsibilities for various jobs. Which member demonstrated positive leadership skills?

a. Sally's publicity posters were scheduled to be up by Tuesday, but were found in her locker on Wednesday.

b. John's duty was to set up chairs in the assembly hall Wednesday after school; he chose to attend basketball practice instead.

c. * Katherine contacted the speaker and arrived early to greet him/her.

d. Jason set up the public address system, without allowing time to test it.

(NOTE: * represents correct response)

Competency:

Duty Area: K Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become an FHA/HERO leader

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the steps followed to achieve Power-of-One recognition using letters a, b, c, d, e.

a 1. select a module

d 2. confer with measurement team

c 3. form and carry out plan of action

b 4. complete check list and determine goal

e 5. submit evidence to state office

CHILD DEVELOPMENT, CARE AND GUIDANCE

Competency:

Duty Area: K Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become a leader in one FHA/HERO event

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jennifer and Aaron want to attend the National FHA/HERO Leadership Meeting. They chose STAR Events as their goal. Rank the order of their route to achieve their goal using letters a, b, c, d, e.

c 1. compete/win at District STAR Events

b 2. compete at regional level (optional)

a 3. planning process at chapter level

d 4. compete/win at State STAR Events

e 5. compete at National STAR Events

Competency:

Duty Area:	K	Developing Leadership Through Future Homemakers of America
Task:	3	Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student demonstrates leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The National FHA/HERO Week Committee cannot agree on which activities to present to the chapter. Which committee member's statement exemplifies good leadership skills?

1. "I know everyone wants to have a dance."
2. * "Let's list all the possibilities."
3. "No one wants to do that."
4. "Red and white day is always Friday."

(NOTE: * represents correct response)

Competency:

Duty Area: K Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student uses leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Bob and Susan are participating in a local FHA/HERO meeting. Susan has the floor but Bob interrupts to express his opposing opinion. How do the rules of parliamentary procedure solve this problem? Check all of the correct solutions.

1. * Any member calls for a point of order.
2. * The chairperson or parliamentarian rules Bob out of order.
3. Only agreeing opinions can be discussed.
4. The advisor rules Bob out of order.
5. * Bob may express his opinion when recognized by the chair.

(NOTE: * represents correct response)